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ABSTRACT

A study was conducted to describe the ability of students to handle the various systems of the English language (phonology, morphology, syntax, and semantics) and to determine how these systems are being affected by the linguistic environments surrounding the students. The 210 student subjects were enrolled in seven of the schools of the Lake and Peninsula School District in Alaska and represented the three linguistic groups in the area: Alutiiq, Dena'ina, and Yup'ik. Data were collected using the Gilmore Oral Reading Test Forms C and D, student writing samples, and student oral speeches. The following types of errors were analyzed: substitutions, mispronunciations, words requiring hesitation, disregard of punctuation, insertions, repetitions, and omissions. Results of the analysis of the students' ability are presented separately for phonology, morphology, syntax, and semantics. Effects of the linguistic environments on the students' English ability are also discussed. Suggestions for improving students' chances of mastering the English language are offered for administrators, teachers, and parents. A brief evaluation is also presented of materials used in the schools. (SW)

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A PRELIMINARY DESCRIPTIVE STUDY OF VILLAGE STUDENT ENGLISH LANGUAGE ABILITY IN THE LAKE AND PENINSULA SCHOOL DISTRICT WITH RECOMMENDATIONS FOR LANGUAGE INSTRUCTION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A PRELIMINARY DESCRIPTIVE STUDY OF VILLAGE STUDENT ENGLISH LANGUAGE ABILITY IN THE LAKE AND PENINSULA SCHOOL DISTRICT WITH RECOMMENDATIONS FOR LANGUAGE INSTRUCTION

INTRODUCTION

Inadequate student language ability in English is seen as one of the major causes of under achievement in basic academic skills. These skills, as determined by standardized tests, continue to plague most of the Alaskan rural school districts. The Lake and Peninsula School District is no exception.

Under achievement is defined by the District in accordance with its plan for meeting the requirements of the Lau remedies as "any student who is at the 35th percentile rank or below on standardized test results." The charts which follow show the number of under achieving students by grade in Vocabulary, Reading, Total Language, and Total Math as measured by the Iowa Tests of Basic Skills in the fall of 1977. The scores are for six of the thirteen schools in the District. The scores for each grade of each school are recorded as a fractional number such as 2/4. This would mean that of the four students who took the test, two students were underachieving.

The number of under achievers in the District is deplorable. Why are there so many students performing below the National norms? Why have the instructional programs been ineffective in improving the students' academic performance over the years? How can the students improve their skills in the various academic areas? Some of the answers point to the inadequate English language abilities which students from the bilingual home environments of the district bring to the learning situation. No studies to date have been made of these abilities for any of the students in the Lake and Peninsula School District. It is, therefore, the intent of the following study, although preliminary in nature, to

NUMBER OF STUDENT UNDERACHIEVERS IN THE IOWA TEST FOR FALL 1977

	CHIGNIK BAY	CHIGNIK LAKE	KOKHANOK	NEWHALEN	NONDALTON	PERRYVILLE
GRADE ONE						
GRADE TWO	2/3		1/2	3/8		
GRADE THREE	0/2	2/4		0/2	2/3	4/4
GRADE FOUR		1/1		3/7	3/4	2/4
GRADE FIVE	2/3	3/3	4/4	1/5	1/2	3/4
GRADE SIX	3/4	4/5	6/6	3/4	4/4	1/2
GRADE SEVEN	2/2	5/6		9/11	3/3	1/1
GRADE EIGHT	1/1	4/4	2/3	2/3	5/5	3/3

VOCABULARY

GRADE ONE						
GRADE TWO	2/3		0/2	4/8	2/3	
GRADE THREE	0/2	2/4		0/2	3/4	2/4
GRADE FOUR		0/1		3/7	1/2	3/4
GRADE FIVE	1/3	3/3	3/4	2/5	1/2	4/4
GRADE SIX	2/4	5/5	6/6	3/4	4/4	2/2
GRADE SEVEN	2/2	5/6		9/11	3/3	1/1
GRADE EIGHT	1/1	4/4	2/3	2/3	5/5	3/3

READING

NUMBER OF STUDENT UNDERACHIEVERS IN THE IOWA TEST FOR FALL 1977

	CHIGNIK BAY	CHIGNIK LAKE	KOKHANOK	NEWHALEN	NONDALTON	PERRYVILLE
GRADE ONE						
GRADE TWO						
GRADE THREE	0/2	4/4		0/2	2/3	2/4
GRADE FOUR		1/1		4/7	3/3	2/4
GRADE FIVE	2/2	3/3	2/3	1/5	1/2	4/4
GRADE SIX	1/3	5/5	5/6	2/4	4/4	1/2
GRADE SEVEN	2/2	5/6		8/11	3/3	1/1
GRADE EIGHT	1/1	3/4	1/3	3/3	4/5	3/2

TOTAL LANGUAGE

	CHIGNIK BAY	CHIGNIK LAKE	KOKHANOK	NEWHALEN	NONDALTON	PERRYVILLE
GRADE ONE						
GRADE TWO	0/3		1/2	3/8		
GRADE THREE	0/2	4/4		1/2	3/3	4/4
GRADE FOUR		1/1		1/5	1/4	4/4
GRADE FIVE	2/3	3/3	3/3	2/4	1/2	4/4
GRADE SIX	3/4	5/5	6/6	2/4	4/4	1/2
GRADE SEVEN	2/2	4/6		9/11	3/3	0/1
GRADE EIGHT	1/1	4/4	1/3	2/3	5/5	3/3

TOTAL MATH

describe the English language abilities of the students in seven of the villages in the Lake and Peninsula School District. Recommendations based on the results of this study will be made to the district for better educational programming.

PURPOSE OF THE STUDY

The purpose of the study was to describe the ability of students to handle the various systems of the English language; phonology, morphology, syntax, and semantics, and to determine whenever possible how these systems are being affected by the linguistic environments surrounding the students.

THE SETTING

There are thirteen schools in the Lake and Peninsula School District. Six of these schools are located in the Lake Iliamna area. They are Newhalen, Kokhanok, Nondalton, Pedro Bay, Port Alsworth, and Iguigig. The other seven schools are located along the Alaska Peninsula. They are Egegik, Pilot Point, Port Heiden, Chignik Lake, Chignik Lagoon, Chignik Bay, and Perryville.

The total enrollment in both the elementary and secondary grades of these schools is approximately 383. Most of these students are Alaskan natives. They belong to three cultural groups: Dena'ina Athapaskan, Yup'ik, and Sugpiaq.

The three cultural groups speak different languages known also by the same names except for Sugpiaq which is now referred to as Alutiiq. Sometimes, the Sugpiaq people insist on being called Aleuts but this is a misnomer which dates back to the first contact with the Russians in the late seventeen hundreds.

The Aleuts in the Alaska chain speak a different language from the Sugpiaq. The Sugpiaq's language, Alutiiq, is much more closely related to Yup'ik than it is to either Eastern or Western Aleut.

The language affiliations of the schools in the district are as follows:

Alutiiq

Chignik Bay
Chignik Lake
Chignik Lagoon
Perryville
Pilot Point
Port Heiden

Dena'ina

Nondalton
Pedro Bay
Port Alsworth

Yup'ik

Egegik
Iguigig
Kokhanok
Newhalen

Most of the people make a good living fishing commercially in the summer. Money from this is used to buy modern conveniences as well as to make trips outside of the villages and Alaska.

THE SAMPLE

The subjects for this study were students who enrolled in grades one through twelve in seven of the schools in the Lake and Peninsula School District in April of 1978. They were not randomly selected but the schools were chosen to represent the distribution of the three linguistic groups residing within the district.

The total number of students involved was 210. There were 88 girls and 122 boys. The number of students in grades nine through twelve in all schools was 51. The rest of the students distributed by sex, grade, school and language affiliation is shown in the following chart:

STUDENT DISTRIBUTION CHART

Language		Grade 1	2	3	4	5	6	7	8	TOTAL
Alutiiq:										
Chignik Bay	F	0	2	2	1	2	4	1	1	13
	M	2	2	1	0	1	1	1	1	9
Chignik Lake	F	1	0	1	0	2	2	4	1	11
	M	4	0	4	2	1	3	2	3	19
Perryville	F	0	1	1	1	2	0	0	5	10
	M	2	1	2	2	3	3	2	1	16
Dena'ina:										
Nondalton	F	2	1	1	2	0	0	0	1	7
	M	1	3	3	2	0	2	1	3	15
Yup'ik:										
Iguigig	F	0	0	0	0	3	1	1	1	6
	M	2	0	0	1	1	1	0	4	9
Kokhanok	F	0	0	1	0	4	3	2	2	12
	M	0	0	1	0	0	4	2	1	8
Newhalen	F	5	2	0	0	1	2	4	0	14
	M	2	6	0	1	1	0	7	3	20
Total		21	13	17	12	21	24	17	27	159

All students on which data was collected speak English as their first language. A few of the older students in the upper grades said that they understand some Native language but that they speak very little of it. This is in spite of the fact that most parents and grandparents, with the exception of Chignik Bay where there are no grandparents, speak the Native languages in their homes. See the distribution of the percentage of parents and grandparents that speak the Native language regularly as their means of communication in the homes where the students live:

Village	% of Native Speaking Parents	% of Native Speaking Grandparents
Chignak Bay	12	0
Chignik Lake	92	83
Iguigig	93	100
Kakhanok	92	100
Newhalen	66	100
Nondalton	61	97
Perryville	0	100

INSTRUMENTS AND METHODS

The instruments used to obtain the data for this study were the following:

1. Gilmore Oral Reading Test Forms C and D

This is an individually administered test developed to provide classroom teachers, reading supervisors, and others particularly interested in reading instruction with a means of analyzing the oral reading performance of pupils in Grades 1 through 8.

The test has two forms, C and D, and it gives three types of scores: accuracy, comprehension and rate. Validity of this test was established by correlating it with the scores from the Standardized Oral Reading Paragraphs by Gray, and the oral reading test from the Durrell Analysis of Reading Difficulties. The results are shown below:

TESTS	ACCURACY	COMPREHENSION	RATE
Gilmore-Gray	.77		.45
Gilmore-Durrell	.80	.59	.50
Gray-Durrell	.73		.39

A correlation of .91 was found between the Wide Range Achievement Test and the Gilmore Oral Reading Accuracy score. Form C was used for reading and analysis of errors, and Form D, paragraphs D-3 and D-5, for dictation.

2. Student written compositions

Student written work for different teachers was analyzed for grammatical, spelling, and mechanical errors.

3. Student oral speeches

Student speeches in giving answers to questions in the oral reading test, as well as in other communication settings, were analyzed for phonological and grammatical errors.

DATA COLLECTION

Data was collected with each of the instruments and the methods above on April 19th through May 10th, 1978. With the exception of the dictation tests given in Chignik Bay and Perryville, all data was collected by one researcher. The researcher spent an average of two days in all schools except Iguigig. Data from Iguigig was collected in one day.

The following methods were employed to get the data from the students in each school:

1. Form C of the Gilmore Oral Reading Test was used to obtain data on student comprehension and error types. The test was administered individually by the researcher.

2. Form D paragraphs D-3 and D-5 of the Gilmore Oral Reading Test were used for dictation. Paragraph D-3 was administered to grades three and four, and paragraph D-5 was administered to grades five through twelve. Grades one and two were not given any dictation. Grades three and four took their test together in one sitting. Grades five through twelve took the test together in one sitting.

Students were instructed that the paragraph would be read

to them three times. They were to listen to the first reading without writing. The second reading consisted of reading each sentence at a normal speaking speed and allowing enough time for students to write what they had just heard. The third reading was to allow students to check their work for completeness and to make corrections wherever they were needed.

3. Student written compositions were collected from work which some of the students had done for a number of the teachers in each school. Data was not collected from all students using this method. Approximately 90% of the written compositions were obtained from students in the upper elementary grades.

4. Student oral speech errors were collected from the following situations:

   a. Student responses to comprehension questions on the paragraphs read in Form C of the Gilmore Oral Reading Test.

   b. Observed student oral interactions in the classroom, playground, and outside of school.

TREATMENT OF THE DATA

Relevant data obtained for all paragraphs read on Form C of the Gilmore Oral Reading Test was recorded on individual pupil Record Blank. The Record Blank has enough space to record scores for comprehension of the five questions asked at the end of each paragraph and for tallying eight types of reading errors. The types of errors recorded were as follows:

1. Substitutions--A sensible or real word substituted for the word in the paragraph.
2. Mispronunciations--A nonsense word which may be produced by (a) false accentuation; (b) wrong pronunciation of vowels or consonants; or (c) omission, addition, or insertion of one or more letters.
3. Words pronounced by the examiner--A word on which the subject hesitates for five seconds. The word is then pronounced by the examiner.
4. Disregard of punctuation--Failure to observe punctuation.

5. Insertions (including additions)--A word (or words) inserted at the beginning, in the middle, or at the end of a sentence or line of text.
6. Hesitations--A pause of at least two seconds before pronouncing a word.
7. Repetitions--A word, part of a word, or a group of words repeated.
8. Omissions--One or more words omitted. (If a complete line was omitted, this was counted as one omission error.)

Errors on all paragraphs read by each subject were totalled by type. These were further analyzed for frequency, types of grammatical units involved, and types of mispronounced phonological units. The results were separated into groups by school grade, by sex and by language affiliation. The comprehension score was recorded in grade equivalents for students who were further divided by school grade and by language affiliation.

The paragraphs for dictation were corrected by matching what the student wrote to the actual dictated words. Students were to apply proper mechanics to their writing and these were also checked when the papers were corrected. Everything was tallied and recorded for each student according to three kinds of scores: Accuracy, Misspelling, and Mechanics.

The Accuracy score was obtained by counting the actual number of words written down by the student in proper sequential order, multiplying it by 100, and then dividing the product by the total number of words in the paragraph. Paragraph D-3, used for grades three and four, has 50 words. Paragraph D-5, used for grades five through twelve, has 97 words.

The Misspelling score represents the percent of words misspelled by the student in writing the dictated paragraph.

The Mechanics score represented an actual count of the individual student's mechanical errors. A tally of the following types of mechanical errors expressed in terms of the percent made by each grade at each school was made:

Types of Mechanical Errors	Paragraph D-3 Number	Paragraph D-5 Number
Proper nouns not capitalized	5	4
Beginning words of sentences not capitalized	6	8
Periods not present	3	8
Commas not present	3	3
Apostrophe not present		1
Compound words		1

Dictation scores for the 51 high school students were not included in this study. Both the Accuracy score and the Misspelling score were grouped by school grade and by language affiliation.

Samples of student written compositions were gathered from some of the teachers at each school. These were studied and an inventory by school of grammatical mistakes and misspelled words were made. All the information gathered was then summarized combining all the results from the schools.

No statistical methods were employed in this study to determine whether any of the observed differences were significant or not. If there were any statistical methods used and some differences were determined to be significant, the researcher still doubts that they would be meaningful. There were too few subjects, and sometimes no subjects at all, in the different grades of the various schools in this study. The reader of this study is, therefore, cautioned to keep in mind the number of subjects involved whenever averaged scores are given. The score may represent the performance of only one or two students in a certain grade.

RESULTS AND DISCUSSION

The results of the analysis of the students ability in each of the systems of the English language are presented in the following order: phonology, morphology, syntax, and

semantics.

PHONOLOGY

The study of phonology concerns itself with both phonetics and phonemics. That is, it deals with how the sounds are produced and used in a language. The data collected from the students' errors in oral production allows us to deal mainly with the phonemes of English, and the students' ability to manipulate them. The results are presented in terms of the frequency of error types shown for the vowels, the consonants, and the supra-segmental phonemes.

A. Vowels

Student mastery of the English vowels is very good. The few errors students make in vowel production are not related to single vowels. They are related to vowels in combination with each other, or with certain consonant sounds. The most common errors exhibited by most of the students in all grades in each of the schools are the following, listed in order of highest frequency first:

1. R-colored. These are vowels, or complex syllable nuclei, which are affected in quality by a following post vocalic /r/.
2. Complex syllable nuclei. These are vowels which are followed by a front glide, /y/, or by a back glide, /w/.
3. L-colored. These are vowels, or complex syllable nuclei, which are affected in quality by a following lateral resonant /l/.

Some idiosyncratic errors made by a few students in all schools are as follows:

1. Reduction of high vowels to schwa. That is, /i/, /ɨ/, and /u/ become /ə/.
2. backing of front vowels to a more central position: /i/ to /ɨ/, /e/ to /ə/, and /æ/ to /a/.
3. Lowering of the mid back vowel to low back: /o/ to /ɔ/.

Discussion

The following charts show the vowel phonemes for English, Alutiiq, Dena'ina, and Yup'ik.

English

	front	central	back
high	/i/	/ɨ/	/u/
mid	/e/	/ə/	/o/
low	/ /	/a/	/ /

Alutiiq

	front	central	back
high	/i/		/u/
mid		/e/	
low		/a/	

Dena'ina

	front	central	back
high	/i/		/u/
mid		/e/	
low		/a/	

Yup'ik

	front	central	back
high	/i/		/u/
mid		/e/	
low		/a/	

Examples of words containing the sounds of the English vowels are as follows:

/i/ as in b<u>i</u>t
/e/ as in b<u>e</u>t
/æ/ as in b<u>a</u>t
/ɨ/ as in candi<u>d</u>
/ə/ as in b<u>u</u>t
/a/ as in c<u>o</u>t
/u/ as in b<u>oo</u>k
/o/ as in t<u>oy</u>
/ɔ/ as in <u>a</u>ll

An examination of the vowel charts show that all three Native

languages have vowel systems that have identical phonemes. Knowing this, we can predict that all students within the district, regardless of language background, will be faced with identical problems in learning to master the English vowel system. The vowel sounds that will be problematic for all of them will be the following:

mid front vowel	/e/
low front vowel	/æ/
high central vowel	/ɨ/
mid back vowel	/o/
low back vowel	/ɔ/

These, however, may not be as hard to master as they seem since in all three Native languages, the mid central vowel /e/ is sometimes pronounced like a high central vowel /ɨ/. In Dena'ina, the low central vowel /a/ may be pronounced more like the low front vowel /æ/. In Yup'ik, the dipthongs /ia/ and /ua/ are pronounced nearly like /æ/ and /ɔ/ respectively.

In all three Native languages, the high vowels when preceded or followed by back velar (uvular) stops and fricatives sound very close to their mid vowel counterparts. That is, /i/ sounds like /e/, and /u/ sounds like /o/ due to the physiological fact that the tongue is low and farther back in the mouth when articulating the uvular consonants.

All this means that even though the Native languages have only four vowel phonemes, the sounds of the remaining five vowel phonemes of English are phonetic features of their own systems. One would, therefore, expect the Native language speaker to master the English vowel system with very little effort once he learns to phonemesize the phonetic features. This is not the case, however. Reasons for preventing complete mastery of the system, even for Native speakers of English, lie in some of the following:

1. Inadequate orthographical representation of the English vowels. There are only five letters, a,e,i,o,u, to represent all nine phonemes, /i/, /e/,

/æ/, /ɨ/, /ə/, /a/, /u/, /o/, and /ɔ/.

2. Inconsistent spelling of sounds that are the same as in the vowel sounds for:

   b<u>ee</u>t /biyt/
   b<u>ea</u>t /biyt/
   m<u>ee</u>t /miyt/
   m<u>ea</u>t /miyt/

3. Distribution of the vowels within the rest of the English phonological system.
4. Presence of some non-functional vowel characteristics such as the r-coloring, the l-coloring, the alternation of /ɨ/ and /ə/ in both stressed and unstressed syllables, the presence or absence of r-less dialects, vowel length, and nasalization.
5. Limited exposure of students to a variety of words in the English language, thus creating unfamiliarity with the way vowels are pronounced in different words.

Some of these reasons explain why students are making mistakes with the English vowel system. Speakers of the different languages would also still be faced with different problems in learning. This is due to the fact that even though their systems show identical vowel phonemes, the distributions of those phonemes are different for each of them. For example, the Dena'ina language does not have any vowels in combination with each other. They are always separated by one or more consonants.

Nothing is known about how linguistically different people with differing learning styles acquire English vowels. It would be very interesting to find out how it is done, but it really has no direct bearing on the subjects in this study.

The subjects in this study, for all practical purposes, speak English as their first language. They do not speak the Native languages even though they may understand some of them. They learned English from their parents and grandpar-

ents. Any inaccuracies in the oral production of the English vowels by both parents and grandparents would have been passed on to the students. The students learned these inaccuracies, and before they come to school, they have mastered those inaccuracies. These are the problems with which teachers are faced in school, correcting incorrectly learned speech sounds.

Other problems shown in the results such as the reduction of high vowels to schwa can be explained better with the functioning of the stress system in English. Students are probably overgeneralizing stress rules and thereby producing the wrong results.

The backing of front vowels to central positions and the lowering of the mid back vowel /o/ to /ɔ/ stems more from an unnatural incorrect tongue position than from any other tangible cause. For example, some of the younger children stuck a finger in the mouth or opened their mouths far too wide when they tried to answer questions. Both actions would result in the tongue being lower and further back in the mouth causing sounds to be lower and back also.

One other reason, and perhaps the most important reason to consider in determining activities for improvement of the students' mastery of the English vowel, is the limited exposure to words of students. This is reason number five above.

It was observed during the data collection that when students were unfamiliar with the words they were reading, they were unsure how to pronounce them. This feeling of uncertainty was shown objectively in terms of the hesitation errors in reading.

The percent of the total errors in oral production due to hesitations for each school is shown in the following chart for both male and female subjects:

School	Sex	% of Errors Due to Hesitations
Chignik Bay	F	3
	M	5
Chignik Lake	F	7
	M	5
Perryville	F	2
	M	3
Nondalton	F	4
	M	4
Iguigig	F	7
	M	2
Kokhanok	F	2
	M	5
Newhalen	F	5
	M	4

Hesitation percentages would have been higher if the errors were counted only as hesitations, however, they were counted as other mistakes. For example, a hesitation of more than five seconds became a word pronounced by examiner error. If the student attempted to pronounce the word after two seconds of hesitation, and his pronunciation was wrong, the error was counted as a mispronunciation error. Words pronounced be examiner errors after hesitations are also indicative of the students' unfamiliarity with those words.

The percent of errors in oral production due to words pronounced by the examiner for female and male students in each school are as follows:

School	Sex	% of Errors Due to Repetition
Chignik Bay	F	26
	M	14
Chignik Lake	F	13
	M	21
Perryville	F	15
	M	14
Nondalton	F	14
	M	8
Iguigig	F	23
	M	16
Kokhanok	F	12
	M	8
Newhalen	F	18
	M	19

When all the percentages of these errors are added together, one can see that approximately one third of all the errors are due to unfamiliarity with words. The only way to get students to become familiar with words is to increase their exposure to them. Students must hear and use words in a variety of situations if they are to master the vowel system of English.

B. Consonants

Results of the analysis show that on the whole, students in all schools have an excellent mastery of the consonant phonemes of English. With the exception of the dental fricatives /θ/, and /ð/, all students have no problems with consonants in the initial position.

Again as in vowels, students have no problem with the production of single consonant phonemes. The errors recorded were made when consonant clusters occurred. The most common errors made by students representing all grade levels in all the schools are listed below in descending order of occurence frequency:

School	Sex	% of Errors Due to Examaner Pronounced Words
Chignik Bay	F	4
	M	18
Chignik Lake	F	6
	M	11
Perryville	F	7
	M	17
Iguigig	F	2
	M	5
Nondalton	F	16
	M	20
Kokhanok	F	6
	M	6
Newhalen	F	14
	M	7

Another type of oral error production which seems to have some relationship to uncertainty, or unfamiliarity with words is repetition. In analyzing both the content form of repetition errors and the environments in which they occur, it appears that repetitions occur frequently in these: words that are mispronounciation errors, hesitation errors, or words pronounced by examiner errors. Repetitions of parts of the difficult words, or the whole word also took place.

The percent of the total errors due to repetition errors in oral production are shown below both for females and males in each school:

1. The dental fricatives, /θ/ and /ð/, in initial and medial positions, and /θ/ in final position.
2. The apico-alveolar stops, /t/ and /d/, as well as the apico-alveolar fricatives, /s/ and /z/, are lost as final phonemes of certain word classes.
3. Consonant clusters involving homorganic sounds, especially alveolar nasal resonants and alveolar stops.
4. Other sounds represented by the letters c, t, g, d, x, and ch.

DISCUSSION

The following charts show the consonant phonemes for English, Alutiiq, Dena'ina, and Yup'ik. The classification labels have been extended from the standard English phonemic chart to accomodate the sounds of the other languages as much as possible.

The sounds of the English consonant phonemes are represented by the following underlined letters in these words:

	voiceless	voiced
STOPS (sounds produced by stopping completely the passage of air through the mouth.)	/p/ pin	/b/ bin
	/t/ tin	/d/ din
	/k/ kill	/g/ gill
FRICATIVES (Sounds produced by a constriction which causes friction in the mouth but does not completely close the passage of of air.)	/f/ fan	/v/ van
	/θ/ thing	/ð/ this
	/s/ sip	/z/ zip
	/š/ ship	/ž/ azure
	/h/ hut	
AFFRICATES (Stop sounds which are released with a friction sound.)	/č/ chip	/ǰ/ jib

THE PHONEMIC CHART FOR ENGLISH CONSONANTS

		bilabial	labio-dental	interdental	apico-alveolar	fronto-palatal	dorso-velar	uvular	glottal
stops	voiceless	/p/			/t/		/k/		
	voiced	/b/			/d/		/g/		
fricatives	voiceless		/f/	/θ/	/s/	/š/			/h/
	voiced		/v/	/ð/	/z/	/ž/			
affricates	voiceless					/č/			
	voiced					/ǰ/			
resonants	lateral				/l/				
	median				/r/				
	nasal	/m/			/n/		/ŋ/		

	front	back
GLIDES	/y/	/w/

THE PHONEMIC CHART FOR ALUTIIQ CONSONANTS

		bilabial	labio-dental	interdental	apico-alveolar	fronto-palatal	dorso-velar	uvular	glottal
stops	voiceless	/p/			/t/		/k/	/q/	
	voiced								
fricatives	voiceless		/f/		/s/,/ll/		/gg/,(/gg^{w}/)	/rr/	
	voiced						/g/	/r/	
affricates	voiceless					/c/			
	voiced								
resonants	lateral								
	median								
	nasal v'l.	/hm/			/hn/		/hng/		
	nasal v'd.	/m/			/n/		/ng/		

	front	back
GLIDES	/y/	/w/

THE PHONEMIC CHART FOR DENA'INA CONSONANTS

		bilabial	labio-dental	interdental	apico-alveolar	fronto-palatal	dorso-velar	uvular	glottal
stops	voiceless				/t/		/k/	/q/	/'/
	voiced	/b/			/d/		/g/	/gg/	
fricatives	voiceless				/s/	/sh/			
	voiced		/v/		/z/	/zh/	/ɣ/	/gh/	
affricates	voiceless				/ts/ /ts'/	/ch/	/x/	/h/	/hh/
	voiced				/dz/	/j/	/y/		
resonants	lateral				/ɬ/ /l/				
	medial				/tɬ/ /tɬ'/				
	nasal	/m/			/n/				

THE PHONEMIC CHART FOR YUP'IK CONSONANTS

		bilabial	labio-dental	interdental	apico-alveolar	fronto-palatal	dorso-velar	uvular	glottal
stops	voiceless	/p/			/t/		/k/	/q/	
	voiced							/u̇rr/	
fricatives	voiceless		/vv/		/ss/		/gg/	/rr/	
	voiced		/v/		/s/		/g/	/r/	
affricates	voiceless					/ch/	/u̇g/	/u̇r/	
resonants	voiced lateral								
	medial								
	nasal v'l	/m/			/n/		/ng/		
		/m̊/			/n̊/		/n̊g/		

Glides: /y/, /w/

RESONANTS (Sounds that are produced without friction)	
Laterals--produced with a side, or lateral, opening in the oral cavity.	/l/ like
Median--sound that is produced with the breath stream escaping through an opening down the middle of the oral cavity.	/r/ red
Nasal--sounds that are produced with air being released through the nostrils.	/m/ mud /n/ nut /ŋ/ sing
GLIDES (Sounds that are produced without friction and are often referred to as semi-vowels.)	/y/ yell /w/ well

Despite the complexity of each of the consonant phonemes of the Native languages, some of the phomemes of English are not found in their systems. Problems of learning these phonemes can be anticipated by Native speakers who want to learn English. The following is a summary of English sounds which are not found in each of the Native languages.

Alutiiq
1. All voiced stops, /b/, /d/, /g/.
2. Voiced labio-dental fricative, /v/.
3. Interdental fricatives, /θ/, /ð/.
4. Voiced apico-alveolar fricative, /z/.
5. Fronto-palatal fricatives, /š/, /ž/.
6. Voiced fronto-palatal affricate, /ǰ/.

7. Voiceless glottal fricative, /h/.
8. Apico-alveolar lateral resonant, /l/.
9. Apico-alveolar median resonant, /r/.

Dena'ina
1. Voiceless labio-dental fricative, /f/.
2. Interdental fricatives, /θ/, /ð/.
3. Apico-alveolar median resonant, /r/.
4. Dorso-velar nasal resonant, /ŋ/.
5. Back glide, /w/.

Yup'ik
1. All voiced stops, /b/, /d/, /g/.
2. Interdental fricatives, /θ/, /ð/.
3. Fronto-palatal fricatives, /š/, /ž/.
4. Voiced fronto-palatal affricate, /ǰ/.
5. Voiceless glottal fricative, /h/.
6. Apico-alveolar median resonant, /r/.

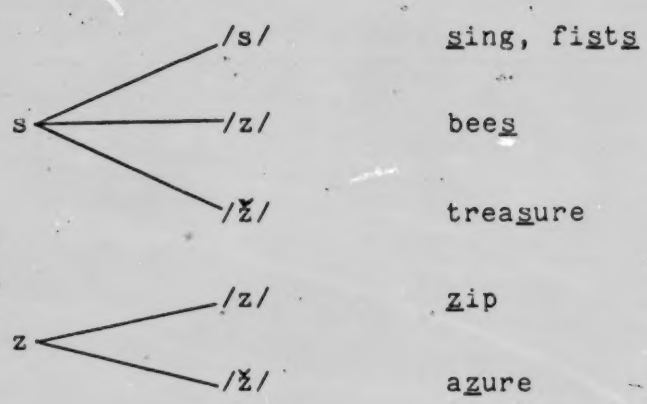
If speakers of English want to learn any of the Native languages, they will have to pay special attention to the uvular and glottal fricatives in all languages plus voiceless nasals for Alutiiq and Yup'ik, and the glottalized series for Dena'ina. They will also have to be very careful in their pronunciation of all the voiceless stops for these are not aspirated. That is to say, for example, that /p/ in Yup'ik and Alutiiq is not the same as the English /p/ in initial position as in the word for /pin/. Yup'ik and Alutiiq /p/ is pronounced very much like the /p/ in the English word spin. Dena'ina voiced stops are not really voiced but sound like they are between a voiced English stop and a voiceless English stop. Then the Dena'ina voiceless stops are really aspirated. That is, they are pronounced with a lot of air accompanying them more than the aspiration of the English /t/ in top. These sounds are close enough to their English phonemic counterparts that they are not listed as being different in the phonemic charts.

The contrastive analysis above points to areas of

anticipated interference. These were not substantiated for the most part by the results of the analyzed data. The reasons for the appearance of most of the errors in the areas we listed above are very similar to those specified for vowels. They are as follows:

1. Inadequate orthographical symbolization of sounds as in the following:

Symbols	Phonemes	Examples
th	/θ/	thistle, orthography, bath
	/ð/	this, although
c	/k/	cat, faculty, picnic
	/s/	city, facility
ch	/č/	church
	/k/	mechanic
	/š/	machine
t	/t/	tin, potato, pit
	/š/	initial, nation
	/č/	nature, natural
g	/g/	get
	/ǰ/	procedure
x	/ks/	expect
	/z/	xylophone



sing, fists

bees

treasure

zip

azure

2. The distribution of the consonant phonemes within the whole phonological system of English.
3. The lack of students' knowledge of words and how these words function in relation to each other--the grammatical relationship of words.

Most of the discussion for vowels applies to consonants except for the fact that some of the distribution of the morphophonemic features of the consonants are predictable. An example of this is the sound of s in each of the following plural endings:

voiceless sounds		voiced sounds	
mops	/s/	mobs	/z/
kits	/s/	kids	/z/
picks	/s/	pigs	/z/

Examples of /t/ and /d/ for past tense endings are presented here:

voiceless sounds		voiced sounds	
kicked	/t/	robbed	/d/
slipped	/t/	sharpened	/d/

The explanation in reason one covers most of the problems connected with errors in number one and four above. Interesting observations, however, were made in connection with the use of the two phonemes /θ/ and /ð/, the most problematic sounds for the students in this study. These are summarized in the following statements:

1. In all cases where errors were made with /θ/ and /ð/ in initial positions, the students made these substitutions:

   /θ/ ---- /t/
   /ð/ ---- /d/

2. When the errors for /θ/ and /ð/ were made in medial position following a lateral /l/, all students with the exception of most of the students from Chignik Lake and Nondalton had:

   -lð- ---- -ld- as in al<u>th</u>ough becoming al<u>d</u>ough
   -lθ- ---- -lt- as in heal<u>th</u>y becoming heal<u>t</u>y

   The Chignik Lake students in addition to the above also had:

   -lð- ---- -lt- as in al<u>th</u>ough becoming al<u>t</u>ough

   Nondalton students had all of the above plus:

   -lθ- ---- -lf- as in heal<u>th</u>y becoming heal<u>f</u>y

3. The pronunciation of /θ/ in final position as pronounced by all students with the exception of Chignik Lake was dependent on the initial sound of the following word. If the initial sound was voiced, then /θ/ became /d/. If the initial sound was voiceless, then /θ/ became /t/ or /f/. For the Chignik Lake students, /θ/ in final position was usually a weakly articulated /d/.

Most of the problems connected with consonant clusters and their simplification involved the following:

1. Deletion of homorganic sounds medially and finally:

   -nt- -ϕt- as in essential becoming essetial
   -ns- -ϕs- as in insist becoming isist
   -mp- -ϕp- as in improve becoming iprove
   -nt -nϕ as in department becoming departmen
   -st -sϕ as in least becoming leas

2. Replacement of /t/ by glottal in medial position:

   -nt- -n'- as in mountain becoming moun'ain
   -rt- -r'- as in certain becoming cer'ain

3. Deletion of /t/, /s/, /z/, in final position:

-pt -pϕ as in adept becoming adep
-kt -kϕ as in kicked becoming kick
-ps -pϕ as in stops becoming stop
-dz -dϕ as in foods becoming food

4. Deletion of sounds in initial position:
   sp- ϕp- as in sparkling becoming parkling
   pr- ϕr- as in prepare becoming repare
5. Simplification of a consonant cluster by inserting a reduced vowel like in:
   sparkling becoming spark^{ə}ling
   class becoming c^{ə}lass
   great becoming g^{ə}reat
   film becoming fil^{ə}m
   milk becoming mil^{ə}k

There was one student in Chignik Lake with an r-less ideolect. One child in Iguigig had a trilled /ř/ in final position. This student's mother had the same pronunciation. Another student in Iguigig had metathesis for the word film. He said "flim." Another item of interest is the production of unrealeased [t^{-}]in final positions only by students in Nondalton. Some children pronounced the [t^{-}] that way in Newhalen, and later on they were identified as having one parent and a grandparent from Nondalton. Some of the students from Nondalton, Perryville and Kokhanok seemed to pronounce their words with lots of air in the mouth. This makes for breathy sounds, and sometimes imprecise articulation of certain sounds. This is probably due to the influence of Native pronunciation habits. Whether these particular problems are wide-spread among adults, or not, isn't presently known. One wonders, however, if certain problems which persist from grade to grade could be problems that originate and are propagated within particular families. Because the children come from large families, and they represent one family on many differing grade levels, it is possible that family dialects are represented throughout the grades. If this is the case, perhaps something can be done to improve some of the family

members' speech.

In any instance, students need a lot of oral experience with English words. Mispronunciations of the various consonant sounds stem again from words that are strange to the students. Students need to hear the strange looking words and they need to use them often enough so that they become part of their active vocabulary. Improvement of the skills for mastery of the consonants is dependent to a large extent on the mastery of an extensive oral vocabulary in the English language.

C. The Supra-Segmental Phonemes

The supra-segmental phonemes of English consist of stress, juncture, pitch, and intonation contours. The only errors marked in this category were those for stress and terminal junctures.

Students below grade six did not have any problems with stress on individual words. Some students in the upper grades in all schools had the wrong stress patterns on the following words:

cónfĭdèntly	cònfĭdéntly
sùpplánt	súpplànt
méchănĭsm	mèchánĭsm
décàde	dècáde
stènógrăphy	sténŏgràphy
prócèss	pròcéss
àlthóugh	álthòugh
pòsséss	póssèss
maíntĕnànce	màinténănce

Three kinds of terminal junctures were marked for the data collected from students. They were /↓/ for statements, /↑/ for questions, and /→/ for sustained pitch. These correspond to punctuation marks when they mark the features of pronunciation in the following manner:

1. The period corresponds to /↓/.
2. The question mark corresponds to /↑/.

3. The comma corresponds to /→/.

Analysis of the data showed that when students were given writing with the punctuation marks, they usually made the correct pronunciation. When they had to mark them with the conventional punctuation marks after listening to dictated utterances, they had a very difficult time performing the task correctly.

There were no language affiliation differences in terms of using the punctuation marks correctly. Boys, however, had a higher score for disregard for punctuation in reading than girls. The total percent of errors due to disregard for punctuation by boys in schools was 13% compared to 8% by all girls. From the dictation scores, disregard for commas was approximately 75% higher than disregard for periods. Boys again were making more mistakes than girls.

Discussion

Observation of the subjects' performance in this area of the English language indicated that students need a lot of oral language activities. Even though pitch and intonation contours were not specifically marked, practically all subjects need work in these areas.

Pitch deserves the most attention as most students' range of tone variation was very limited. In other words, they did not make full use of the four pitch phonemes of English: low /1/, mid /2/, high /3/, and extra high /4/.

Students read most often in a monotone. They need to express themselves orally in meaningful ways. They need to practice using their voices effectively with correct intonational contours.

Mastery of the phonology of any language is the key to mastering the spoken language. One cannot hope to communicate effectively in the English language without mastering its phonological system.

MORPHOLOGY

The mastery of English morphology, the study of the meaningful units in language, was not determined formally. However, errors in oral reading, counted as mispronunciation errors, indicated that students in all schools, and in all grades, were having great difficulty mastering some very productive morphemes of the English language. The following chart shows the total percentage of errors in oral production that was due to mispronunciations grouped by school and by sex:

School	Sex	Errors Due to Mispronunciations
Chignik Bay	F	35
	M	43
Chignik Lake	F	65
	M	52
Perryville	F	54
	M	47
Nondalton	F	52
	M	51
Iguigig	F	52
	M	63
Kokhanok	F	64
	M	68
Newhalen	F	51
	M	54

Approximately 65% of the mispronunciation errors were due to the following, listed in order of decreasing occurence frequency:

1. Omission of the singular verb marker -s and its allomorphs as in the following examples taken from the errors in oral reading:

   thinks /-s/ ⟶ think
   insists /-s/ ⟶ insist

supervises /-z/ ⟶ supervise
enjoys /-z/ ⟶ enjoy
wishes /-ɨz/⟶ wish

2. Omission of the plural noun marker s and its allomorphs as in the following examples taken from the errors in oral reading:

trips /-s/ ⟶ trip
visits /-s/ ⟶ visit
meals /-z/⟶ meal
foods /-z/ ⟶ food
licenses /ɨz/⟶ license

3. Omission of the past tense morpheme and its allomorphs:

processed /-t/ ⟶ process
cooked /-t/ ⟶ cook
trained /-d/ ⟶ train
encouraged /-d/ ⟶ encourage
completed /-ɨd/⟶ complete
attended /-ɨd/⟶ attend

4. Omission of the progressive tense marker as in the following:

specializing /-ɨŋ/⟶ specialize
swimming /-ɨŋ/⟶ swim

5. Omission of other morphemes such as nominalizers, perfect tense marker and possessive marker:

construction /-sən/⟶ construct
eaten /-ən/ ⟶ eat
mechanism /-zəm/⟶ mechan
mechanical /-əl/ ⟶ mechanic
Dick's /-s/ ⟶ Dick

6. Addition (epenthesis) of the plural morpheme, the progressive tense morpheme, and the past tense allomorph /-ɨd/. Sometimes the form, especially the ending on the verb, is dropped before adding the new ending:

construction + /-z/ ⟶ constructions

visit		+ /-s/ ⟶ visits
cooked	⟶ cook	+ /ɨŋ/ ⟶ cooking
equipped	⟶ equip	+ /-ɨd/⟶ equippted
attend		+ /-ɨd/⟶ attended

Discussion

The importance of mastering the morphological system of the English language cannot be overemphasized. Because morphology is very closely related to phonology on one side, and to syntax on the other, it has become the forgotten middle child of language arts teachers. The teachers are too busy trying to relegate student errors in this area to either phonology or syntax, that they have overlooked its existence. In fact, they do not see this section of the English language as being worthy of any study except for a few exercises in learning some prefixes and some suffixes.

Compared to the Native morphological systems, English morphology is relatively simple. Most morphemes in English are separate or individual words because English is an isolated language. Yup'ik and Alutiiq, on the other hand, are polysynthetic languages, and therefore have morphemes that are hard to identify because they may all be combined to form a single unit. Here is an example: One can say in English, a big boat using three separate morphemes, a + big + boat. In Yup'ik, one says angyarpak to mean a big boat. This word angyarpak is made up of the morpheme angyaq meaning 'boat and the morpheme -rpak meaning 'big. Morphophonemic rules in Yup'ik apply to angyaq to change it before combining it with -rpak to produce the final form of angyarpak.

Also in English, one can say boat and boats. The first refers to one boat. The second refers to two or more boats because of the plural marker -s on the end of it. In Yup'ik and Alutiiq, one can not only say one boat and many boats, but he can also say two boats only. That is, he can say the following angyaq, 'a single boat', angyak 'two boats', and angyat 'three or more boats'. For number, Yup'ik and Alutiiq

speakers have singular, dual, and plural. These are represented by the /-q/, /-k/, and /-t/ endings respectively.

Dena'ina has no plural forms for nouns with a few exceptions. Plurals are reflected in the verbs instead by the use of morphophonemically complicated sets of prefixes, and some suffixes.

The students' mastery of the English morphological system as judged from the errors that exist can be said to be at the post-systematic stage of error making. This is the stage where the student produces correct forms of the language but inconsistently. The student has learned there are certain morphological rules that operate on certain classes of words like plural endings on nouns, and past tense endings on verbs, but fails through lack of attention, or lapse of memory to apply them consistently.

Parents and grandparents who have not mastered the English morphological rules are in no position to help. In fact, they reinforce the wrong forms of the words. It is, therefore, up to the school to assist students in learning to master the standard forms of the English language morphemes, especially those dealing with plurals and tense.

SYNTAX

The mastery of syntax, the way in which words are put together to form phrases, clauses, or sentences in a language, is dependent on the ability of the speaker to utilize the right grammatical forms of the language in their correct grammatical functions to define the desired grammatical relationships. The results of this study show that all students in the upper elementary and secondary grades have great problems in this area of the English language. Their problems are more related to grammatical forms rather than to grammatical functions. In other words, the students have more problems using the correct forms of the English words than they do with how the words function in any given utterance. The sentences below taken from some of the students' writing will

serve to illustrate the point that is being made here:

*1. They should have came to the game.

*2. Yesterday they play basketball.

*3. These are different animal.

There is nothing wrong with the order of the words in each of these sentences. What is wrong is the form of the verb, <u>came</u>, in sentence #1; the form of the verb, <u>play</u>, in sentence #2; and the form of the noun, <u>animal</u>, in sentence #3. If one substitutes the correct form for each of these words namely <u>come</u> for <u>came</u>, <u>played</u> for <u>play</u>, and <u>animals</u> for <u>animal</u>, he will have three perfectly good English sentences:

1. They should have come to the game.

2. Yesterday they played basketball.

3. These are different animals.

The greatest number of problems, not unlike those found in the speech of speakers of other varieties of English, are in the use of verb forms, and special grammatical markers for both verb forms and noun forms.

<u>Verb Forms</u>

Errors in the verb forms are mainly in the special classes called <u>auxillary verbs.</u> Example sentences taken from the students' writings and oral productions are given below with the particular erroneous forms being underlined. Some of the samples contain multiple errors. However, only the ones under consideration are underlined. Corrected forms are also given for each sample below whenever possible. Where a particular form was omitted, the symbol ∅ is inserted in its place:

A <u>Auxillaries</u>

1. DO

<u>Erroneous Forms</u>

a. if only we had <u>did</u> that

b. Rodrick <u>don't</u> like to eat

c. He <u>don't</u> talk

d. Dad n them does is sew

Corrected forms

a. if only we had done that
b. Roderick doesn't like to eat
c. He doesn't talk
d. all they, Dad and the others, do is sew

2. MODALS

Erroneous Forms

a. I thought he ϕ tell us
b. Walter said he'll quit
c. You guys should have saw it
d. sure will be fun if we had boat

Corrected Forms

a. I thought (that) he would tell us
b. Walter said (that) he'd quit
c. You guys should have seen it
d. It sure would be fun if we had a boat

3. HAVE

Erroneous Forms

a. most of the stories i ϕ heard about Big foot was about
b. I ϕ grown a little
c. I ϕ seen that bat too
d. he ϕ seen his son
e. I got a nose
f. those two men has some stuff
g. they has to have food

Corrected Forms

a. most of the stories I have heard about Bigfoot were
b. I have grown a little
c. I have seen that bat too
d. he has seen his son
e. I have a nose
f. those two men have some stuff

g. they have to have food

4. BE

Erroneous Forms

a. When we was in our house
b. They was havin fun
c. There was spaceships in der
d. There was lots of guys
e. There was getting lotsa guys
f. There wasn't very many guys
g. Only seven people was skating
h. Sam and Walter was hollering for me
i. Grandma n dem was going down der
j. We don't have to paint the boat because it Ø fiberglass
k. It's ok just the way it Ø painted
l. That Ø how I like glasses
m. They always be sewing in the beach

Corrected Forms

a. When we were in our house
b. They were having fun
c. There were space ships in there
d. There were lots of guys
e. There were getting lots of guys
f. There weren't very many guys
g. Only seven people were skating
h. Sam and Walter were hollering for me
i. They, Grandma and the others, were going down there
j. We don't have to paint the boat because it is fiberglassed
k. its ok just the way it is painted
l. That is how I like glasses
m. They always sew on the beach/They are always sewing on the beach

B. Infinitive Form

Erroneous Forms

a. wait for the water ∅ boil

b. he wan ∅ go

c. she's going ∅ sing song

d. she like ∅ cook her family

Corrected Forms

a. wait for the water to boil

b. he wants to go

c. she's going to sing a song

d. she likes to cook for her family

C. Past Tense Forms

1. Irregular Verbs

Erroneous Forms

a. and babysitted on Gordon

b. I seen lots of traffic

c. Yesterday I go see grandma

d. so they blow the cave and runned away

Corrected Forms

a. and babysat Gordon

b. I saw lots of traffic

c. Yesterday I went to see grandma

d. so they blew the cave and ran away

2. Regular Verbs with -ed

Erroneous Forms

a. They bles houses

b. When we skate together up and down

c. So she and her borther got together and fix it up

d. The land lord got his car and help them move

Corrected Forms

a. They blessed the houses

b. When we skated together up and down

c. So she and her brother got together and fixed it up

d. The land lord got his car and helped them move

D. The -s Form of the Present Tense for use with Third Person, Singular

Erroneous Forms

a. Leslie live∅ next door
b. Ask me what it mean∅
c. He like∅ eat every day
d. She know∅ him from long ago

Corrected Forms

a. Leslie lives next door
b. Ask me what it means
c. He likes to eat every day
d. She knows him from long ago

Noun Forms

A. The Plural

1. The -s Omissions

Erroneous Forms

a. a lot of window∅
b. I bought two pair∅ of mocassins
c. different kind∅ of animals
d. there are rifle match∅

Corrected Forms

a. a lot of windows
b. I bought two pairs of moccasins
c. different kinds of animals
d. there are rifle matches

2. The -s Additions

Erroneous Forms

a. water vapors are changed to liquid waters
b. my mom she hauling a load of woods
c. I like one spoon of sugars
d. the womans are going today
e. the boat is on the sands

Corrected Forms

a. water vaporϕ is changed to liquid (water)ϕ
b. my mom is hauling a load of woodϕ
c. I like one spoon of sugarϕ
d. the women are going today
e. the boat is on the sandϕ

B. The Possessive

Erroneous Forms

a. grandmaϕ house
b. Jamesϕ pen
c. Emoryϕs twin
d. Mary's goin cause his son (mary's) sick

Corrected Forms

a. grandma's house
b. James' pen
c. Emory's twin
d. Mary's going 'cause her son is sick

C. Pronouns

1. Objective Pronouns used for Subjects

Erroneous Forms

a. You and me can do a lot of tricks
b. Alan and him got through
c. Dad 'n them go fishing
d. Him and his best friend were always
e. Me and my dad went on a sky jump

Corrected Forms

a. You and I can do a lot of tricks
b. Alan and he got through
c. Dad 'n they go fishing
d. He and his best friend were always
e. my dad and I went on a sky jump

2. Subjective Pronouns used for Object

Erroneous Form

a. he bought it for Rodrick and I

Corrected Form

a. he bought it for Rodrick and me

3. Reflexive Pronouns

Erroneous Forms

a. They wouldn't drowned thereself

b. My rubber band flip myself

Corrected Forms

a. They wouldn't drown themselves

b. My rubber band flipped me

4. Demonstrative Pronouns

Erroneous Forms

a. the man to who she married

b. they were on this here 20 foot raft

Corrected Forms

a. the man whom she married

b. they were on th[illegible] Ø 20 foot raft

Adjectives

Erroneous Form

a. If I am mischief monster get me

b. the was the most strongest dinosaurus

c. atmosphere moisture

d. electricity system of the car

Corrected Form

a. If I am mischievious the monster will get me

b. it was the strongest dinosaurus

c. atmospheric moisture

d. electrical system of the car

Adverbs

Erroneous Form

a. He hurries directϕ to his office

b. Mary and Dick were swimming confidenϕ

Corrected Form

a. He hurries directly to his office

b. Mary and Dick were swimming confidently

Prepositions

1. ON

Erroneous Forms

a. and babysitted on Gordon

b. different things to do on carnival

c. Mrs. Blum on room

d. They believe on that

e. I don't know who won on mens races

f. when he came back on his own land

Corrected Forms

a. and babysatϕ Gordon

b. different things to do at the carnival

c. Mrs. Blum is in the room

d. They believed in that

e. I don't know who won in the men's races

f. when he came back to his own land

2. IN

Erroneous Forms

a. There is a class project in which we will give

b. you can have a picnic in the beach

c. ϕ This book we will tell about

d. This huge mass of marble is neatly cut to form the structure ϕ which the statue of Lincoln sits inside

Corrected Forms

a. There is a class project which we will give
b. you can have a picnic on the beach
c. In this book we will tell you about
d. This huge mass of marble is neatly cut to form the structure in which the statue of Lincoln sits

3. TO

Erroneous Forms

a. I stayed up to our house
b. the bell rang up to the church
c. a small boat which they used to go to another island

Corrected Forms

a. I stayed up in our house
b. the bell rang up at the church
c. a small boat which they used for going to another island

4. OF

Erroneous Forms

a. After they get use of them
b. they must take care ∅ their own tools

Corrected Forms

a. After they got used to them
b. they must take care of their own tools

5. FROM

Erroneous Forms

a. Frankenstein wandered around ∅ place to place
b. It change's your behavior and you act different from when your sober

Corrected Forms

a. Frankenstein wandered around from place to place
b. It changes your behavior and you act different than when you are sober

Articles

1. A

Erroneous Forms

a. there's no such a thing
b. your body needs a fresh air
c. as a worldwide rain
d. Edward like to play with a Aria
e. a vampires who goes to London
f. you must take ϕ raincoat to wear
g. they are having ϕ hard time
h. they had only ϕ tail to fight with

Corrected Forms

a. there's no such ϕ thing
b. your body needs ϕ fresh air
c. as ϕ worldwide rain
d. Edward likes to play with ϕ Aria
e. the vampires which go to London
f. you must take a raincoat to wear
g. they are having a hard time
h. they had only a tail to fight with

2. THE

Erroneous Forms

a. while you take ϕ grease from ϕ pan
b. give them to ϕ dogs
c. they bles ϕ houses
d. I went to ϕ store
e. to pull with ϕ iron sleigh
f. see ϕ girl who had telepathy

Corrected Forms

a. while you take the grease from the pan
b. give them to the dogs
c. they blessed the houses
d. I went to the store
e. to pull with the iron sleigh
f. see the girl who had telepathy

Miscellaneous

1. Questions

Erroneous Forms

a. Where you going?
b. Where you staying now?
c. Where I'm?
d. What time high water?
e. my shake, eh?
f. you goin' ain't you?
g. It's dirty like this everyday?
h. what for you have meeting?
i. How much tons of water passes through the air each year?

Corrected Forms

a. Where are you going?
b. Where are you staying now?
c. Where am I?
d. What time is high water?
e. Is it my turn to shake?
   It's my turn to shake, isn't it?
f. You are going, aren't you?
g. Is it dirty like this everyday?
h. Why are you having a meeting?
j. How many tons of water pass through the air each year?

2. Double Negatives

Erroneous Forms

a. I didn't think nothing about it
b. I don't got none
c. I ain't got none
d. She doesn't got none
e. I ain't got no rooms
f. I never got to send nothing
g. Don't let no one make your mind up

Corrected Forms

a. I didn't think anything of it
b. I don't have any
c. I haven't got any
d. He doesn't have any
e. I don't have any rooms
f. I didn't get to send anything
g. Don't let anyone make your mind up

3. Conditional

Erroneous Forms

a. If I was to go somewhere
b. If I was alone
c. If they get slinged off the boat
d. If I was not en school

Corrected Form

a. If I were to go somewhere
b. If I were alone
c. If they were to be thrown off the boat
d. If I were not in school

4. Subject-Verb Agreement

Erroneous Forms

a. A person may get drunk but are not alcholics
b. When water vapors changes back too
c. Every crew must get their tools
d. How many tons of water passes
e. A beaver can stay on land but no very long, because they are not land animals
f. The kid does not have to keep trying to smoke the cigarette if it bothers them
g. Porcupines can be a very dangerous animal
h. A person would have to get there early if they wanted to see good
i. and pile the wood to be used so they don't scatter around
j. Some facts about smoking is that they do it
k. This is some of the ways

Corrected Forms

a. A person might get drunk but that does not make him an alcholic/A person might get drunk but he is not an alcoholic
b. When water vapor changes back to
c. Every crew member must get his tools
d. How many tons of water pass
e. A beaver can stay on land but not for very long, because it is not a land animal
f. The kid does not have to keep on trying to smoke the cigarette if it bothers him.
g. Porcupines can be very dangerous animals
h. A person will have to get there early if he wants to see well
i. and pile the wood to be used so it won't scatter around
j. One of the facts about smoking is that they do it

5. Sentences without Agents (or subjects)

Erroneous Forms

a. After this they blew a car so could escape
b. When he sailed and it ran aground on a reef the ship sank and swam to shore
c. Looks like in Snake river
d. However, drink because he must have one

Corrected Forms

a. After this, they blew up a car so they
b. When he (Gulliver) sailed the ship and it ran aground on a reef, the ship sank but/and Gulliver swam to shore
c. It looks like it is in Snake River
d. However, he drinks because he must have one

Discussion

The errors listed above are only those identified in the limited corpus for this study. It is entirely possible that

other English language syntactical errors exist for the subjects in this study. Data to identify most of the errors that could exist in the usage of adjectives, adverbs, and relative pronouns was very meagre. A total of three sentences using relative pronouns, and approximately twenty adjectives, and five adverbs were collected from the students' written work. The choice of verbs and nouns used in sentences was also very limited.

Analysis of the dictation tests revealed that the words most likely to be omitted in taking dictation were adverbs, adjectives, articles, and prepositions in that order. Omission errors in the oral reading test accounted for 4% of all errors in the schools. Of this amount, more than 90% was due to omission of articles and prepositions. Insertion errors accounted for 4% of the total number of errors, too, and articles and prepositions accounted for about 92% of this error in all schools. If prepositions were omitted, the accompanying articles, when they were obligatory, were also omitted.

Since the errors listed above were found across languages and grade levels in this study, they are indicative of intralingual and developmental errors rather than interlanguage errors. According to Richards, interlanguage errors are caused by the interference of the learner's mother tongue. They reflect the learner's inability to separate two languages. Intralingual and developmental errors, on the other hand, reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition.[1] Their origins are found within the structure of English itself and through reference to the strategy by which a second language is acquired and taught. They are the sort of mistakes which persist from week to week and which recur from one year to the next. They cannot be described as mere failures to memorize a segment of language, or as occasional lapses in performance due to memory limitations, fatigue, and the like.[2] In some learners, as in the

case of both grandparents and parents of the subjects in this study, they represent final competence. In others they may be indications of transitional competence.

Since the subjects in this study do not speak a Native language, they do not have interlanguage errors due to language interference. Their errors must therefore be intralingual and developmental.

Intralingual errors reflect the characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which the rules apply. Developmental errors illustrate the learner's attempt to construct hypothesis about the English language from his limited experience of it in his bilingual home situation, in the classroom, and from the school textbooks. Some of these things are further discussed below:

1. Over-generalization

Over-generalization, or transfer, generally involves the use of previously available strategies in new situations. For example, students learn that -s or es is added to nouns to make them plural. They add s to wood to pluralize it to woods. In other cases, over generalization may be the result of the learner reducing his own linguistic burden. For example, in the omission of -s on verbs occuring with third person, over-generalization removes the necessity for concord, thus relieving the learner of considerable effort. The third person singular -s now has a form that is identical to all the other grammatical persons just as the form was is generalized for all persons and both numbers in the past tense.[3] It is interesting that over-generalization in the opposite direction, that is to add -s to verbs, did not occur.

2. Ignorance of Rule Restrictions

Ignorance of rule restrictions is closely related to over-generalization. The learner fails to observe that some restrictions are placed on the occurence of certain structures. This is part of the explanation for the misuse of

articles and prepositions. Students in this study definitely seemed to lack the understanding of the restrictions placed on the use of the determiner a; it can only occur with count nouns but never with mass nouns. The determiner a is also very different from the because a really means one. In the case of prepositions, wrong forms were used. Other restrictions specify the occurence of certain structures to certain classes of verbs such as the perfective forms of the verb with have, and the progressive forms with be.

3. Incomplete Application of Rules

This section explains the occurence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances in the English language. For example, in the use of questions, the errors showed that statements were used as questions. Sometimes, a question word (that is a wh- question word) was added to the beginning of the statement. Some of the necessary transformations were not performed, and sometimes a word such as eh was simply added to a statement.

The rules for use of tag questions were not very well mastered. The eh seemed to be used instead of a tag question form for questions that were asked for confirmation of previously stated facts. The necessary forms of be were often omitted as well as not being transformed.

Students seemed to know the order in which the auxillary verbs are used but they often seem to fail to apply the final rule to the last member in the series, namely the verb form. Therefore, they get the wrong form which makes the sentence ungrammatical. For example, in the sentence, We should have did that, the rule is correct so far as to the order, Pronoun + modal + have but fails to finish it up by supplying the past participle of the verb do which is done and not did.

False Concepts Hypothesized

False concepts about what is happening in the use of certain language structures often derive from faulty compre-

hension of certain distinctions in the English language. This accounts for most of the errors in the use of the auxillary verbs. For example, the be form was may be interpreted as a marker for the past tense, and is may be understood as the corresponding marker for the present tense. This results in using the continuous form in such sentences as Only seven people were skating and Sam and Walter were hollering for me instead of the simple past: Only seven people skated and Sam and Walter hollered for me. The modal form have was also used similarly as a marker for the simple past as in, 'he has seen his son' for 'he saw his son.'

Some of the errors in syntax come from mistakes learned and reinforced in bilingual home environments. Some errors are allowed to continue in school situations, and others come from the type of materials in the textbooks the students use. It is up to the teachers in the school to assist the students to gain greater mastery of the syntactical rules of English. Some of the ways for doing this are listed in the section for recommendations, but the best way is to motivate the students to use the language in a variety of situations. This will allow them to get exposed to all the different structures of the English language, and increase their acquaintance with the variety of forms used in it.

SEMANTICS

Semantics deals with the study of symbols and meanings in a language. The ability of students in this area which is dependent on the other systems of the language plus pragmatics was indirectly assessed by reading comprehension scores and the accuracy scores. These scores were obtained from the Gilmore Oral Reading Test Form C and the dictated paragraphs from the Gilmore Oral Reading Test paragraphs D-3 and D-5.

The following chart shows the average grade equivalent scores for reading comprehension by grade for each school, and by language:

SCHOOL		GRADE							
		1	2	3	4	5	6	7	8
Alutiiq									
Chignik Bay		1.7	2.9	2.8	2.8	4.0	6.4	4.7	9.1
Chignik		1.0		2.3	2.6	3.5	5.0	4.6	4.2
Perryville		1.3	0.9	2.9	4.5	4.4	4.6	6.3	6.8
	total	1.5	1.9	2.7	3.3	4.0	5.3	5.2	6.7
Dena'ina									
Nondalton		2.0	1.1	2.4	2.3		4.6	5.1	6.9
	total	2.0	1.1	2.4	2.3		4.6	5.1	6.9
Yup'ik									
Iguigig		0.0			0.0	3.9	3.9	2.6	5.0
Kokhanok				5.4		3.5	4.2	4.6	6.5
Newhalen		1.0	1.2		4.8	5.2	7.3	4.8	6.8
	total	1.0	1.2	5.4	4.8	4.2	5.1	4.0	6.1

The chart below shows the average accuracy score from the dictated paragraphs for each grade by school and by language. These scores are percentage scores:

% Accuracy Score in Dictation

SCHOOL		D-3				D-5			
		1	2	3	4	5	6	7	8
Alutiiq									
Chignik Bay				99	96	51	85	42	82
Chignik Lake				65		65	38	80	72
Perryville				74	93	63	47	80	72
	total			79	95	60	57	67	74

Dena'ina						
Nondalton	82	62		45	66	69
total	82	62		45	66	69
Yup'ik						
Iguigig			58	51	52	62
Kokhanok	89		62	54	82	86
Newhalen			79	87	77	77
total	89		66	64	70	75

Discussion

Semantics is usually tested through the use of discrete vocabulary test items based on multiple choices. This kind of test tends to isolate words from their natural language contexts. The idea of deriving an index of semantic mastery from reading comprehension and the listening comprehension, required for recording sentences in dictation, puts words and their meanings in more meaningful contexts. Most educators will not argue the fact that comprehension test scores are valid indicators of certain language skills but they would probably frown on dictation. Such midunderstandings of the usefulness of dictation as a testing device of language competency probably stems from remarks such as these made about dictation by some of the following people as quoted by Oller[4]:

David Harris: As a testing devise...dictation must be regarded as generally both uneconomical and imprecise.

D.F. Anderson: Some teachers argue that dictation is a test of auditory comprehension, but surely this is a very indirect and inadequate test of such an important skill.

W.R.P. Somara: Dictation is primarily a test of spelling.

Robert Lado: Dictation...on critical inspection... appears to measure very little of language. Since the word order is given... it does not test word order. Since the words are given..., it does not test vocabulary. It hardly tests the aural perception of the examiner's pronounciation, because the words can in many cases be identified by context... The student is less likely to hear the sounds incorrectly in the slow reading of the words which is necessary for dictation.

Dictation has been shown by Oller, however, to be the best single measure of the totality of English language skills being tested on a random sample of 100 students who took the English as a Second Language Placement Examination for the University of California at Los Angeles. The test consisted of five parts with a section for vocabulary, a composition, a phonological discrimination task, the selection of grammatically acceptable sentences with multiple choice items, and a dictation selection. The analysis of multiple correlations showed that correlations between dictation and other parts of the examination were significant at the .001 level of confidence.

Dictation tests for integrative language skills. Semantics cuts across all areas of language and therefore could be assessed by using a dictation test which forces students to use all their language skills in an integrated way.

Students in this study were observed to answer questions incorrectly, more often claimed ignorance of the answer, or said that they could not remember whenever they did not understand the questions. Upon simplifying the questions, the students invariably knew the answers, and were able to give

them correctly. Students' vocabulary was very limited. Not only did they find it hard to understand questions because of word difficulty and unfamiliarity with the words, but they also never answered with correct phrases nor complete sentences. For example, the minimum utterance one would expect from an answer to the question, "Where is Mother going? would be "to the store," but all students, with the exception of five students, said, "store." "How is Mother going to the store?" "Car." These one word answers are typical answers of the students in this study.

The lack of use of certain word classes in the students' writing also point to inadequate mastery of semantics. Some of the poor choices of words and words used out of context are other indicators of inadequate mastery as in the following samples:

a. They must use their tools to turn off fire
b. The fire won't turn on again
c. I found it back
d. Even it's real hard to listen to white people
e. These two men oring up or down the river
f. After you washed up and wiped you will feel clean
g. That man knew her good
h. Maybe I just copy her
i. He shut off his cigarette
j. My dad mend our boat
k. We sew the holes in our net
l. He divided us when we play
m. They came and loaded their gear down to their car
n. He fuel his tank
o. I went to pack water
p. We going to family fishing
q. I got new kicker on my boat
r. I jokes

Explanations for Samples

1. In sentences a and b above, students have extended the meaning of turn off and turn on used with electric light to

fires including forest fires here. Some of these meanings may even have their origins within the Native languages where one would then expect to hear also "kill the fire" and "kill the radio." The difficulty of using these terms also comes from English itself where one hears "put out the fire" but not "put on the fire." Instead, one says, in connection with forest fires, it "flares up" again.

2. In sentence c, I found it back is an analogy with I got it back. So why not say I found it back? It might even reflect a direct translation from the Native languages. There was no time to verify this with Native language data.

3. Even is used in sentence d as an intensifier to stress the comparativity of talking and listening to the English language of the whiteman.

4. In e, the men are rowing up and down the river, students are not aware of the fact that oaring is not used. This usage could be a direct transfer from the Native language.

5. In f, the word for wiped is dry.

6. In g, good is usually used when well should be used.

7. Sample h, copy means to look exactly like someone else -to take after someone in appearance.

8. In i, shut off refers to putting out the cigarette.

9. Mend in sentence j refers to patching the boat. Perhaps it is a direct translation from the Native language.

10. Sew in k refers to repairing the holes in the net. Again, it is possible that it is a direct translation from the Native language.

11. In l, divided stands for separated. Students are not aware of the restrictions on the occurence of these words.

12. Loaded in m had been used as a synonym for hauled.

13. In n, fuel is used as a verb, "to put fuel in his tank."

14. Pack is used instead of haul or get or carry. It is probably a direct translation from the Native languages. It is also used typically by frontiersman and has become archaic.

15. Family fishing in item p is used in the Chigniks to mean

that the family members will fish commercially together, and that they will not hire anyone else to assist them.

16. Item q has kicker which refers to all outboard motors. It is also an English term.

17. In r, I jokes is used throughout to mean any number of things, like I'm kidding, I don't mean it, It was only a joke, etc.

All too often students and others in the Native villages do not see anything funny about English jokes. This is because they do not fully comprehend the meanings and symbols used in the telling of the jokes. English puns also are not appreciated. The problem of referents needs to be studied further as any transfer from the Native languages would be most evident in this area.

There was no time during this study to explore students' understanding of words in terms of their denotative and connotative meanings. That is, to find out what students know about the basic and commonly used meanings of words (denotative), and their additional and suggested meanings (connotative). Because of the limited English usage observed in the home environment, and in student writing, however, one can conclude that connotative meanings are greatly neglected. The schools teach synonymy and antonymy but often out of context and without any extensive practice in usage. The same is true also of dictionary skills.

Semantics is interrelated with the rest of the systems of English. Student mastery of this system as well as of the others is essential to effective communication.

A DESCRIPTION OF THE POSSIBLE EFFECTS OF THE LINGUISTIC ENVIRONMENTS ON STUDENT ENGLISH ABILITY

The description of the possible effects of the linguistic environments on student English ability in each of the villages in this study is based mainly on observations in the

homes, and conversations with the adults in the villages during the limited time available to the researcher. The following is a summary of tentative hypotheses concerning the matter:

1. Existence of Different Varieties of English

There are basically four varieties of English in existence for each village with the exception of Chignik Bay. Chignik Bay has three varieties unless one wants to place all the migrant cannery workers' English in one category which will then make up the fourth variety for that village. This variety is beyond the scope of this paper to discuss.

The village English varieties, for the lack of better labels, are called PG, P, C, and S. PG refers to the variety of English spoken mainly by the grandparent generation. P refers to the English variety spoken by the parent generation. C refers to the English variety spoken mainly by the children and the young adults, or the young generation, and S refers to the standard, or school English variety used mainly by the school teachers and others who bring this variety with them to the villages.

Members of each English variety communicate with others using what might be called intercode switching and intracode switching. Intercode switching involves the use of both Native and English languages. This is limited mainly to speakers of PG and P. For example, when grandparents speak to their children (the parent generation), they speak sometimes in Native and sometimes in English. Among their peers, however, communication is almost exclusively Native. Parents do the same thing when they speak to members of the grandparent generation, their own peers, and sometimes to their children. Switching to Native is often done with peers and older people. Switching to English is carried on with the young generation and outsiders to the village.

Intracode switching is done using only one language. It could be done exclusively in Native or in English, but observations seemed to indicate that it is done mostly in English.

There also seemed to be definite processes for carrying out intracode switching. For the want of better terms, these processes may be referred to as simplification and amplification.

Both types of processes involved the content and the syntactical structures of English. This means that both the words and the way to say them are affected. Simplification is most often employed when moving in a direction away from the accepted standard English sentence. Amplification is employed when moving closer to the accepted standard English form. All speakers engage quite often in simplification but very few are involved in amplification. Simplification often results in the loss of redundant English features and what results is not unlike "telegraphic" speech. Here are some examples:

a. Wana go grandma house

b. off TV

c. Pull boat high tide today

d. She go store

If the varieties of English are placed on a scale according to how much they deviate from standard English, PG will be the most deviant. P will be next plus speakers of the young generation up to approximately ten to twelve years of age, and then the C speakers of high school age and most of the young unmarried adults who have had some high school training.

Both the PG and P speakers plus the young adults who are out of school have reached what is referred to in second language learning as fossilization. This is the final competence of the speaker and it has all the errors that have become a permanent part of the speaker's speech. For example, in a sentence like Where you going? in a first language situation, where the speakers are native speakers of English, this sentence represents transitional competence, but in the case of many speakers of GP and P, this represents final competence.

It is this factor of fossilization that is mostly responsible for the errors that exist in the speech of the sub-

jects in this study. The subjects have internalized the speech patterns of their parents and grandparents before they come to school. They are also constantly being exposed to those language varieties every time they are not in school. Is it any wonder then that errors persist year after year? The sources for the errors in English are found mainly in the home, and both grandparents and parents make errors that are different in some ways and similar in others. The speech of the parent generation does not have as many mistakes as that of the grandparent generation. Interestingly, most of the male grandparents tend to speak more English than the female grandparents.

The following are examples of conversations with two grandmothers. Phonological mistakes are noted when applicable, and the passages are transcribed using the standard orthography for ease of reading. Hopefully, they can give the reader some idea of the English variety spoken by the GP and some of the P speakers. Some of the comments on the sentences that are not clear are shown in paranthesis. R stands for researcher and G stands for grandmother:

Conversation with a Grandmother in Nondalton

R: Do you have any brothers?

G: My brother she die in Anchorage.
(One of her brothers died in Anchorage.)

R: Do you have any sisters?

G: She come back after and behind us two years.
(She has a sister who followed them after two years to Nondalton.)

R: Is it warm (the temperature of the room)?

G: Sure too much hot.
(Yes, it is very warm.)

R: What happened to your sister?

G: She work under Bay before she blind.
(Her sister worked at Bristol Bay before she went blind and quit.)

R: How long did she work?

G: Maybe month I guess.

(That is during the summers, her sister worked at least one month every summer.)

R: Have you returned to Lime Village since you moved to Nondalton?

G: Two times I trip up there by dog team.

R: What did you want to do there?

G: We want to check my mother. We walk there on snowshoes every day.

R: Did you know how to get back to Lime Village?

G: My uncle, she know it. She only know and dog he know. Den the Bline Village.

(My uncle knew it. He was the only one who knew the way and he had a dog which also knew the way. After sometime we came to Lime Village. --Grandma could not pronounce /v/.)

R: Did it take you long to come back here?

G: We fast come back.

(They came back in a short time.)

R: What's this (Pointing to a picture of a house.)?

G: That the way Albert stay wid them.

(That's where Albert, her son, stayed with some people in North Carolina.)

R: What's she doing? (Pointing to a picture of a little girl.)

G: She bite hisself. That his little girl, my youngest daughter.

(She is biting herself. That's her youngest daughter's little girl.)

R: What about this guy? Does he know the language?

G: Even dis guys notin she know the language.

(This guy doesn't even know anything about the language.)

Conversation with a Grandmother in Newhalen

R: Do you speak the Native language?

G: I speak once in while. They 'stand good some of 'em high words.
(I speak once in a while. I understand some of the hard words--notice the loss of final consonant cluster.)

R: How about your kids? Do they speak Yup'ik?

G: I try my kids. My ol'er kids they talk real good my language. My small kids they don't care. Look like they got no ears. Like I bawl them out on top of their face. They don't care. They 'stand real good but answer by English. Maybe they think we going to laugh at dem. You know just like, you know. These kids dumb. They dumb. They no learn language.

R: How about Alex?

G: Alex she know all high words. He's really good job.
(Alex knows the old hard words. He does a real good job (teaching the kids.)

Most grandparents speak very little English. The grandmothers that are recorded here tried to use all the English they could use.

Some of the students in this study stayed with grandparents. Most have at least one grandparent staying in the same house. They are constantly being exposed to this variety of English, as well as that of the P variety. Both varieties have an impact on the way the child performs in English. A study of the child's language performance before the age of six should give a very good indication as to what extent PG and P English varieties influence his language acquisition. These features are worth investigating if the educators are to build on the language abilities children bring to the classroom situation.

2. Limited Opportunities for Language Development

Opportunities for language development are very limited in all homes visited in the villages in this study. The

children were never encouraged to express themselves. They were spoken to only in relation to basic functions like eating, sleeping, cleaning up, etc. Often these interactions were in terms of imperatives. They were concise and reduced to the minimum understandable form leaving out all articles, prepositions, adjectives, adverbs, and whatever else seems to be unnecessary to an understanding of the utterances. Adults when speaking to children used a very restricted code.

Conversations in the homes were mainly among peers. The children talked among themselves, and the adults talked among themselves. It seemed that the children paid very little attention to the adult conversations which were often conducted in Native, and the adults paid no attention to the children except when they were getting out of hand. This probably explains why the children can "hear" the Native language all the time but never really understand it. Parents, too, often switch from Native to English when they want the children's attention. So the children "tune out" on language unless they think they are being addressed.

With the introduction of TV to most of the villages, language interactions are presently being reduced to a minimum. Everyone is busily watching the little screen in the box. Some educators are enthusiastically applauding the arrival of the TV on the village scene. They believe that the TV will improve the students' use of the English language, and very soon now, the students will perform well on the standardized achievement tests given by most of the districts. This is fantasy at its best, for language is a skill that must be practised very much like all other skills. No one absorbs it by osmosis. Like piano skills, bicycle riding skills, dancing skills, and others of a similar nature, language must be practised over and over again in a variety of situations if mastery is to be the end product. Watching the TV screen is not the magic answer to language improvement. Perhaps the child's receptive language skills will be improved some, but his ability to express himself will not be

affected at all. For improvement of expressive skills to take place, active interactions between speaker and hearer must transpire.

Limited opportunities are found in the homes and also in the schools where students do not participate in oral language development activities. In fact, one can say that in all the schools in this study, oral language activities were almost nonexistent. Even an activity such as singing was not conducted in some of the schools. Dictation activities were unheard of, and the word dictation was a new word for most subjects in this study.

Far too much energy and money are being expended on reading programs. These reading programs are fine for the target groups for which they were made. They do not fit the language needs of the subjects in this study. The subjects in this study need to master the oral English language first before they attempt to read and write it. And if they don't ever learn to read and write it well, who cares? Most of the adult's world of language interactions revolves around oral language so why neglect it? For survival reasons in this fast moving world, the students must be afforded opportunities to master the oral language first, reading and writing when and if they have time to learn them. Actually, if the students are fluent orally, reading and writing will be easier to master. Therefore, the limited opportunities for oral language development must be expanded if we are to assist the students in improving their language skills.

The effects of limited apportunities both at home and at school for language development cannot be fully appreciated now. They do show, however, in the inability of the students to express themselves adequately both in writing and in speech all the way from the early grades through high school.

3. Misunderstanding of Cultural Cues

Most of the students in this study have learned the English language system but have not learned much of the cultural contexts in which the language functions. Perhaps this

cannot be learned from home, therefore, it must be taught consciously by the teachers in the schools. Such things as the proper way to introduce people, to take leave, to talk with other people, to invite people, to show gratitude and appreciation, to make requests, to order things, to pay respect, to answer the phone, to make an appointment, etc. must all be taught as part of the students' ability to handle the English language appropriately.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to describe the ability of students to handle the various systems of the English language: phonology, morphology, syntax, and semantics, and to determine whenever possible how these systems are being affected by the linguistic environments surrounding the students. Subjects for this study were 210 students who enrolled in April 1978 in seven of the schools of the Lake and Peninsula School District. The seven schools were representative of the three linguistic groups in the area: Alutiiq, Dena'ina, and Yup'ik.

Data was collected on all subjects using the Gilmore Oral Reading Test Forms C and D, and student writing and other oral productions. The data was analyzed and errors in phonology, morphology, syntax, and semantics were identified and discussed. Effects of the linguistic environments on the students' English ability were also discussed.

Conclusion

Because of the preliminary nature of this study and its inherent limitations, the findings as described for each system of the English language must not be generalized to other Native groups in rural Alaska. The description in this study applies only to the students in the seven schools of the Lake and Peninsula School District included in this study.

Recommendations

The current view of language learning emphasizes that language cannot be taught, but must be learned by the child. Most authorities in the field of language learning agree that we do not know very much about what results particular approaches will have on the final competence of the learner. They say that different approaches may make no difference at all, since there is no evidence that the linguistic and instructional variables--the points which we select to teach and the order and manner in which we teach them--are the same as the psychological variables, the actual nature of the process by which language items become part of the speaker's competence.

Despite the inadequacies of our present knowledge about the relevance of particular approaches to language instruction, however, there are excellent social motivations for teachers' drawing their learners' attention to examples of fossilization, to those errors that seem to have become a permanent rather than a transitional feature of the speakers' speech. In looking at the social justification for the correction of certain errors, we can keep in mind, however, that linguistically we may simply be trying to modify our learner's performance rules. Even if his competence is represented in sentences like Yesterday I go see grandma, conscious attention to the way he speaks may assist him to modify his performance so that he produces Yesterday I went and see grandma. If grammatically deviant speech still serves to communicate the speaker's intentions as is the case in the rural villages, why should we pay further attention to it?

Simply because speech is linked to attitudes and social structure. Deviancy from grammatical or phonological norms of a speech community elicits evaluational reactions that may classify a person unfavorably.[5] These poor evaluations have other effects that are beyond the scope of this paper to discuss.

Not all grammatical deviancy is evaluated in the same way. Omission of a third person -s or a plural seems to offend speakers of Standard English variety much more violently than a misused preposition. There are certain errors that native speakers of English invariably want to correct and others that they tend to overlook. The ones that should be corrected are the ones which the teachers in the district must pay attention to in planning their instruction.

The following are only suggestions as to how the various people in the district might be able to function in improving students' chances of mastering the English language:

I. Administrators

A. Administrators must make a commitment to instituting programs that teach all skills in language acquisition. The present lack of materials which teach listening and speaking skills are indications of non-commitment to those areas.

B. Administrators must find ways to do away with the practice of having teachers teach four or more grade levels at a time. This phenomenon has contributed greatly to the teacher's over dependence on worksheets to keep kids busy in one grade, while he takes care of two or three others simultaneously.

C. Administrators must find ways to provide for activities that involve parents, especially the young parents, in educational tutoring for the children.

D. Administrators must provide money for further research in the area of sociolinguistics. Results of such studies, an example of which is this present one, can be the basis for further educational program development.

E. Administrators must provide money for the development of programs that meet needs of the students based on the results of this study.

F. Administrators must allow time for teachers to learn ways for improving their understanding of the English language as a whole, and the students' English variety in

particular.

G. Administrators must allow enough time for any new programs developed in relation to the results of this study to work. There are no miracle solutions to improving language skills. Improvement usually takes time and a lot of hard work.

2. Teachers

A. Teachers must assess their own competence in the English language--how well do they know each of the systems of the English language? Do they know what they might do in order to correct student errors?

B. Teachers must assess their own teaching styles using any number of interaction scales such as Flander's to identify how much time is spent in teacher talk, student talk, type of talk used, etc. It is the contention of the researcher that far too much time is spent in teacher talk. Most often, the students are not given the opportunity to originate questions, or to initiate conversations. They are always "told" what to do. Perhaps this is one reason why students in most rural Alaska villages are unable to ask questions correctly. They simply do not know how. They were never given the apportunity to practice asking questions.

C. Teachers must learn ways of teaching language in the content areas. Some objections have been raised before by teachers in the subject areas who claim they are not teachers of reading. Perhaps now some will also object to this suggestion by saying that they are not teachers of English. If they do, then one could very well ask what they are using for communicating their subject's content to their students? Each subject area has its own particular subset of each of the systems of the English language. Unless teachers assist the students to master the special way their particular subjects are structured linguistically, the students will fail to learn.

D. Teachers must increase their sensitivity to students' needs especially when these needs are based on their local environments. They should assist students to use language effectively in describing things in the local surroundings, local activities, local histories, local stories, etc.

E. Teachers must provide opportunities for peer group teaching as well as intergrade teaching--having students in the upper grade teach the ones in the lower grade. Kids often learn better and faster from each other than from the teacher. As part of a study done by Pulu on Yup'ik and Inupiat sixth grade students' academic achievement, peer affiliation was shown to correlate significantly at the .01 level of confidence with all subtest scores of the IOWA except punctuation, usage, graphs, reference, and arithmetic concepts.[6]

3. Parents

A. Parents must become aware of the fact that they can make a difference in the educational success of their children. "A report just released by the General Accountings Office claims that 75% of mental retardation is attributable to environmental, not clinical, causes. The attitudes transferred from parent to child and the stimulation and opportunities for mental growth during the early years do make a difference. Environmental retardation is preventable, and the best prevention is an ounce of parent education."[7]

B. Parents can teach their children a lot of the local lore, and other cultural information that children need to know. The school cannot do everything for the students. It needs support from everyone in the community.

MATERIALS

The following is a summary of subjective judgements used on the materials that were viewed by the researcher in the

schools:

1. The high school books are too difficult for students to read and comprehend.
2. The topics in most of the social studies and science texts are not very relevant to the physical and social environments of the students.
3. Workbooks are often misused and the practice they provide is meaningless and not very beneficial.

There is a great need for the district to develop its own materials for student use. Students must build skills of communication on things that are familiar to them and things they can relate to physically, mentally, and emotionally. Students need materials that describe their own surroundings, that give their own histories, that define their own relationships in order for them to know their place in their own family, their own community, their own region, and how these relate to structures of the larger society and the world as a whole.

Making materials is a time consuming job. It is also a very expensive venture. It cannot be done in a short time, and it must take into account the following things:

1. <u>The Gathering of the Needed Information</u>

   The Native informants play the primary role here but need guidance from a curriculum developer so that the gathered material will fill the needs of the educational program. Many developmental programs never get past this gathering stage and yet it is really only the beginning.

2. <u>Ordering the Information</u>

   The information needs to be sorted out and placed in logical order according to grade level and subject. This is usually referred to as scope and sequence. If for instance the material is to be produced in the Native language, then it should be placed in the curriculum in a slot that is harmonious with the English curriculum so that both languages and the learning taking place within each is mutually reinforcing.

3. Writing the Information in its Usable Form

The information must be written to fit the reading ability of the target group while retaining the content. This is the area in which the present materials fail most drastically. While presenting information, the reading level is way beyond the ability of the target group to absorb. District-made materials should be written not only to supply the needed facts, but also to present them on the instructional reading level of the student and to do it in an interesting manner.

4. Layout

This is the important area of planning which formulates the appearance of the final product. The text writer and the layout artist decide on the physical appearance of the book-or whatever form the material will take. (It may take the form of charts, workbooks, maps, transparencies, flash cards, video tapes, audio tapes, etc.) This is probably the most important phase of development because if the product is unatractive, it won't be used no matter how much information it contains or how vital that material is.

5. Photoready Material

At this stage the text and artwork are brought together and the product is finalized in the form in which it will be reproduced. Decisions are made as to printing, paper, color and so on. Final adjustments can be made at this stage.

6. Printing

The photoready copy is printed, assembled and returned to the classroom.

7. Dissemination

Materials must be disseminated to the classrooms without undue delays.

8. Field Testing

Materials must be field tested by the schools that will use them and results gathered for analysis of the

materials.

9. Revisions and On-going Development

Revisions of materials and ways to enrich them plus audio-visual aids to supplement the texts must be developed.

10. If the material is to be used in the Native languages, provision must be made for proofreading to insure materials are free of errors.

In closing, the school idstrict can begin to tailor make instructional programs to the needs of the students. How about starting with the following things:

1. Attention to Mechanics

A little closer attention to the following is guranteed to improve the students' writing 100% or better:

a. Over-generalization of the use of the apostrophe as in the following examples:

i. one bottle in he's side pocket

ii. Drinking rot's your liver and also destroy's your brain cells

iii. Who need's a drink

iv. his eye's are bad

Students are confused about the sound of 'his,' the possessive pronoun and the contraction of 'he is.' They are also confused about the singular verb ending which does not need an apostrophe to separate it from its stem.

b. Omission of the apostrophe from contracted words as well as possessives:

i. Id go

ii. Im good

iii. Thats fun

iv. oldmans daughter

v. Bennys house

c. Omission of quotation marks, periods, question marks, and commas:

i. Sonya said where is the bear and I said I don't know we both were calling for it then it came back

ii. I need help bad!! I am a alcholic drink every hour. If someone forces you to drink, I'm going to beat you up and you take a drink you have a weak well power or if someone ask if you want to drink and you say yes you have a weak well power

2. Attention to Spelling Errors

Attached is a list of spelling errors from student writings, and the dictation. Studying the various ways students make errors in spelling can be revealing as to what they actually hear. Hopefully, some of the words in the list will give teachers the idea of how similar local spelling lists can be constructed from the students' own mistakes in each subject area.

3. Attention to Homonyms

The following words are phonologically similar enough to cause havoc with the students' spelling:

there	their	they're	
no	know	now	
hear	hair	here	hare
bear	bare	beer	
your	you're		
to	too	two	
will	we'll	well	
pear	pair		
and	an		
where	were		
heard	herd		
knew	new		
sane	seine		
we're	were	wear	
flour	flower		
lose	loose		

than	then
his	he's
lose	loose

4. Attention to the mastery of the major phrases of the English syntax. The following are simplified examples of what is meant here:

a. Mastery of noun phrases as shown by this rule

$$NP \rightarrow (Det)(Adj)N$$

The rule states that a noun phrase (NP) may have a determiner (Det), and it may have an (adjective), but it must have a noun. Therefore, we have the following options for the shape of noun phrases:

i. only a noun: N

ii. a determiner and a noun: Det + N

iii. an adjective and a noun: Adj + N

iv. a determiner, and adjective, and a noun:
Det + Adj + N

b. Mastery of prepositional phrases as shown by this rule:

$$PP \rightarrow P\ NP$$

This rule states that prepositional phrases (PP) must have a preposition (P) followed by a noun phrase (NP). Since we know what NPs are made of, we know our choices for prepositional phrases then are as follows:

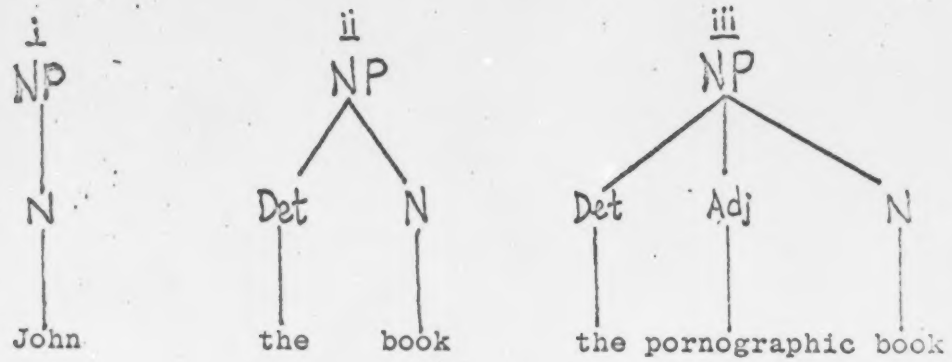
i. P + N as in <u>of John</u>

ii. P + Det + N as in <u>in the house</u>

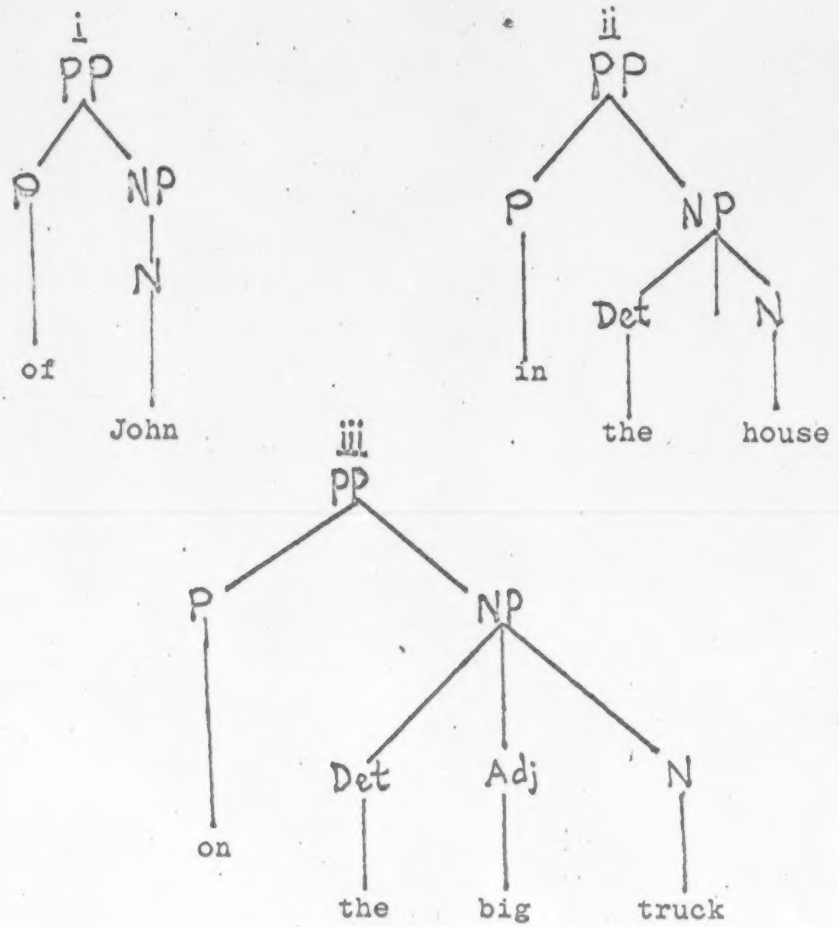
iii. P + Det + Adj + N as in <u>on the big truck</u>

Diagrams of the examples in a and b above are as follows:

a.


i
NP
N
John
ii
NP
Det
N
the
book
iii
NP
Det
Adj
N
the
pornographic
book

b.


i
PP
P
NP
N
of
John
ii
PP
P
NP
Det
N
in
the
house
iii
PP
P
NP
Det
Adj
N
on
the
big
truck

[1]J.C. Richards. "A Non-Contrastive Approach to Error Analysis," English Language Teaching, 25(1971), 204-219.

[2]Leon A. Jakobovits. "Second-Language Learning and Transfer Theory," Language Learning, 19, 55-86.

[3]L. Dušková. "On Sources of Errors in Foreign Language Learning," IRAL, 7(1969), 11-36.

[4]John W. Oller, Jr., "Dictation as a Device for Testing Foreign-Language Proficiency."

[5]J.C. Richards. "Error Analysis and Second Language Strategies," Language Sciences, 17, 12-22.

[6]Tupou L. Pulu. "The Effects of Selected Variables on the Academic Achievement of Sixth Grade Students in Some Rural Alaskan Schools," Unpublished Doctoral Dissertation, Brigham Young University, 1976.

[7]Chrissie Bamber, "Wonderbread for Parents Who Don't Much Trust the Schools," Kappan, 3(1978), 495-496.

LIST OF STUDENT ERRORS

NOUNS

Error	Correction
weak	weekday
weekend	weekday
Wednesday	weekday
weekly	weekday
day	weekday
wigday	weekday
moring	morning
father	Father
frear	Father
he's	his
work	office
offis	office
ofece	office
he	He
clock	o'clock
8 clock	eight o'clock
oclock	o'clock
cite	city
citie	city
chity	city
biulding	building
bulinding	building
bilding	building
buil	building
bulding	building
biling	building
acount	accounts
accouts	accounts
acouts	accounts
acounts	accounts
busness	business
busness	business

buisness	business
baachress	business
Buisiness	business
busynis	business
binsnes	business
Bisins	business
Bisnias	business
busseness	business
aferm	firm
ferm	firm
furm	firm
form	firm
feerm	firm
fern	firm
turn	firm
fearm	firm
afferm	firm
farm	firm
posison	position
posion	position
posision	position
pozision	position
prosision	position
pisition	position
possision	position
pisshin	position
pissis	position
possincion	position
homme	home
knigh	night
eving	evenings
eavnings	evenings
achacin	evenings
the	them
isitent's	assistance
disrct	assistance

isestents	assistance
assistants	assistance
asistants	assistance
assints	assistance
assents	assistance
assitence	assistance
assistend	assistance
issist	assistance
esetes	assistance
inseced	assistance
aiscistens	assistance
assisting	assistance
asistens	assistance
assidents	assistance
assintane	assistance
assted	assistance
progress	problems
probatnem	problems
problums	problems
promlest	problems
troblm	problems
promblems	problems
progres	progress
Poe gress	progress
project	progress
progest	progress
prognggrses	progress
perents	parents
city	seaside
brecfus	breakfast
berfex	breakfast
bersk	breakfast
bekfest	breakfast
theem	them
hare	hair
pear	pair

mon	month
stucture	structure
scap	scrap
messagge	message
discovory	discovery
wepons	weapons
artilary	artillery
heard	herd
creater	crater
dinisours	dinosaurs
there	their
picnik	picnic
imagrents	immigrants
opperation	operation
sane	seine
seigh	seine
sain	seine
seaguls	seagulls
canrey	cannery
salomberries	salmonberries
monkey	money
sumner	summer
tine	time
i	I
everbody	everybody
everbod	everybody
plase	place
how	who
thay	they
homme	home
teem	team
hose	house
there self	themselves
there	they
bare	bear
somone	someone

the	they
floar	flour
peices	pieces
initals	initials
princapal	principal
fules	fuels
Russion	Russian
friday	Friday
tommrow	tomorrow
cafa	cafe
soccoc	soccer
prade	parade
aulduts	adults
moniton	mountain
russain	Russian
christmas	Christmas

VERBS

streatch	stretch
sapose	suppose
wont	want
bles	bless
brout	brought
startest	started
baby sitted	babysat
try's	tries
panniked	paniced
herd	heard
fightin	fighting
fliped	flipped
bon	born
oring	rowing
siting	sitting
lik	like
sharping	sharpening
tryed	tried

dieing	dying
dilivered	delivered
kep	keep
well	will
tolded	told
hungary	hungry
buisy	busy
gonna	going to
terriable	terrible
no	know
lev	leave
leves	leave
leve	leaves
leive	leaves
left	leaves
leavs	leaves
levess	leaves
leafs	leaves
rateing	reaching
reading	reaching
reating	reaching
he rich	reaching
hurry's	hurries
hire	hurries
hurres	hurries
hurry	hurries
hurrys	hurries
help's	helps
help	helps
aquires	requires
aquris	requires
requres	requires
arrived	arrive
ocire	arrive
come	arrive
arrives	arrive

reach	arrive
arive	arrive
gets	arrive
runs	arrive
deapointed	disappointed
dissapointed	disappointed
disapointed	disappointed
dissipoded	disappointed
dissappointed	disappointed
dispoint	disappointed
disopointud	disappointed
disinpornt	disappointed
disaped	disappointed
tesapoted	disappointed
disopinted	disappointed
dise poismt	disappointed
dispoind	disappointed
welling	willing
will	willing
wiling	willing
dequst	discuss
dis	discuss
discouse	discuss
dissuse	discuss
Desus	discuss
dicuss	discuss
decuss	discuss
discussing	discuss
descuse	discuss
desten	discuss
discuse	discuss
disguss	discuss
dicous	discuss
descus	discuss
instered	interested
instrested	interested

intrested	interested
instragress	interested
interrested	interested
incherd	interested
intrested	interested
eteresting	interested
inderting	interested

OTHER

dosan't	doesn't
didn't	doesn't
dont	doesn't
dos'nt	doesn't
doesnt	doesn't
do not	doesn't
dosen't	doesn't
does't	doesn't
untle	until
till	until
ontill	until
untell	until
dering	during
dearing	during
durn	during
daring	during
durring	during
derying	during
durning	during
ocasianly	occasionally
occaisonally	occasionally
ocasional	occasionally
accasings	occasionally
ocasionaly	occasionally
occasions	occasionally
skemerly	keenly
kindly	keenly

skeenly	keenly
sking	keenly
cenly	keenly
derecilly	directly
ruff	rough
an	and
nex	next
succesfuly	successfully
truely	truly
bak	back
practly	practically
ahold	hold
too	to
fore	for
lotsa	lots of
daun	down
hevey	heavy
aboad	aboard
strang	strange
alot	a lot
espicial	special
becauss	because
realy	really
probly	probably
becuse	because
finely	finally
to gether	together
any whay	any way
enought	enough